

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Amelia Earhart

CDS Code:01-61119 6100374

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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SCHOOL PROFILE

School Mission and Vision

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

At Earhart School, our school mission states: Amelia Earhart School inspires academic excellence, a passion for learning and a respect for self and community. Our work embodies this mission and fully aligns with LCAP goals.

Executive Summary

“Amelia Earhart School inspires academic excellence, a passion for learning and respect for self and community.”

Amelia Earhart School proudly stands on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. We experience both the challenges and advantages of a suburban school operating in an urban school district.

Earhart is the largest elementary school in Alameda. The school has grown from 300 students when opened in 1979 to nearly 620 students today. Our student body is ethnically diverse with a balance of Asian and Caucasian children representing 82% of our students. Eight other ethnic groups are represented in smaller numbers. 10% of our students receive free or reduced lunch. One hundred thirty-seven (23%) of our students are English learners (EL) representing 27 different “first” languages. Most students, including our EL students, are middle class with college-educated parents.

Our school boasts a well-educated and highly trained staff that works collaboratively and utilizes best practices. Our teachers hold themselves to rigorous standards and seek and share professional development opportunities to provide quality classroom instruction. Earhart is a school where teachers and families want to be. Our staff, along with the generous contributions and strength of our PTA, distinguishes Earhart. The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. First best instruction is the focus of instruction in our classrooms. Teachers work with students in whole class, small group and individual settings for instruction. There is a strong focus on literacy which is augmented with explicit instruction in vocabulary to support all students and especially our English learners. Math instruction is a part of every instructional day using explicit instruction, application and fluency to support our students in meeting high standards. The staff commitment to teach science every day is part of our Innovative program, Math, Science, Technology with the integration of music. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that include coding, STEM club, robotics and math as well as promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners.

The spirit of volunteerism that our parents, extended family and community members embrace defines our school culture and enhances our commitment to excellence. Daily, our extensive team of volunteers, many of whom are senior citizens and Coast Guard enlisted, tutor children in reading and math, volunteer in science lab, provide support for

learning in the classroom and reinforce social skills in the lunchroom and on the playground. As a community, we have embraced academic learning in an active and engaging environment.

Our biggest gains instructionally have come with the shift to Common Core standards and the infusion of students thinking and proving their opinions or claims by citing evidence from the material read. The increase in non-fiction expository text has been augmented by our science program and the infusion of the Next Generation Science Standards and cross cutting concepts. The student learning and comprehension of material has been supported by a site based focus on expository writing. Instructional gains have also come from the site philosophy of strong literacy intervention in kindergarten and first grade so students get the extra support early and are then able to build on a strong literacy foundation.

Our greatest needs continue to be support for students who need extra instruction to grasp the concepts. While a small percentage of our students, they too deserve the same opportunity to learn at high levels even though they may learn at a different pace or need additional time to master the concept being taught. At this time this responsibility lies with the classroom teacher in grades 2-5. Teachers at grades 2-4 are supported with three hours a week of pullout for top students in a book club, giving the teacher a smaller class size to do targeted group instruction. At Kindergarten and first grade the focus is on literacy and we provide the support of a small group reading teacher three mornings each week. Our next steps are to look at researched based practices and materials that will further support these students during targeted instructional time. At this time grade two is using the Emerging Literacy Survey data to plan for instructional groups to support phonics skills. Additionally they are targeting specific comprehension strategies to build stronger comprehension skills.

Traditional groups of students that comprise an achievement gap are small in numbers at Earhart School. Presently our Hispanic students are succeeding above the rate of our white students. Our fourteen African American students though are not. At this time we are tracking each of our African American students and plan to move to individual learning plans for students in grades 3-5 for the 2007-18 school year.

We have been quite successful in supporting our EL and low socio-economic students. We have no foster students. We plan to continue to focus on vocabulary development and academic language across curricular areas, continue with first grade reading support and continue to integrate ELD instruction into our science lesson planning both for the co-taught lab and for daily classroom support. Through formative assessment we will design our daily Designated ELD to meet the instructional level of the students. Designated ELD is part of the daily instruction in kindergarten and first grade.

It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups.*
- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?*
- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*
- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*
- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth?*

School Website: www.ausd/schools

School Accountability Report Card (SARC) link:

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCHOOLWID	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS: Active school-wide PBIS team</p> <ul style="list-style-type: none"> • Intervention support at K,1,2,3,4,and 5 • Developing a COST team • Site-based professional development • Development of instruction in explicit behavioral expectations • School-wide incentives/recognition • School-wide behavior management system (behavior flow chart, referral system, etc.) • Check In-Check Out • Zones of Regulation • group for children who have experienced loss • lunch groups • Lifeskills • Class meetings <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> • \$0
	School goal(s):
	Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s):
	Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
<p>Our current SAS subscale scores are:</p> <p>T1:</p> <p>Teams ____%</p>	

	Implementation _____%
	Evaluation _____%
	How progress toward school goal(s) will be evaluated:
This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.	

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
SAMPLES PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Choose an item.	Donations (9010)	\$500
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Choose an item.	Choose an item.	\$0
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES	All	Certificated Hourly Materials and Supplies Consultants for assemblies	LCFF Base (0001) PTA (9046)	
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, PTA	Choose an item.	Certificated FTE Choose an item.	LCFF Supplemental (0002) PTA (9046)	\$1300

BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All Unduplicated	Certificated Hourly	Title 1 (3010)	
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All Unduplicated	Certificated Stipend	LCFF Supplemental (0002)	
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - GO GREEN RECYCLERS, KINDERGARTEN BUDDIES, SCIENCE PEER TEACHERS,			Choose an item.	Choose an item.	Choose an item.	
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY, ETC.			Choose an item.	Choose an item.	PTA (9046)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE

Identified districtwide needs:

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California 'a-g' requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research

SCHOOLWIDE	<ul style="list-style-type: none"> • Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) <p>Amelia Earhart School also provides the following programs to support student achievement:</p> <ul style="list-style-type: none"> • Khan Academy, Spelling City, IXL, Scholastic...online programs • Fountas and Pinnell Assessment • Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) • Read Naturally • Jr. Great Books • Handwriting Without Tears • Keyboarding Without Tears/Typing Club/Type2Learn • Lucy Calkins' Units of Study Writer's Workshop for grades one and two • • <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program M(MST):</p> <ul style="list-style-type: none"> • Full time science teacher • Teacher collaboration with the science teacher • Technology funds
	School goal(s):
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 5% improvement from last year.
	Data used to form school goal(s):
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Performance growth from year to year is encouraging. Last year the growth in ELA was "very high 63.2 points above 3" This was an increase of 10.4 points. The growth in math was maintained (+3.5 points) and was "very high 49.4 points above 3." Additionally English learners were "High 37.8 points above 3." Our redesignated students did extremely well "93.2 points above 3" and our EL only student increased 46.1 points. When examining subgroup data we identified the need to collect data individually on the progress of our African American students. Our next step is to develop individual learning plans with this subgroup of students.
	How progress toward school goal(s) will be evaluated:
	Teachers by grade level will examine and evaluate grade level and schoolwide data analysis. Through the examination of cohort data, growth trends, and performance of disaggregated subgroup populations we will design cycles of inquiry around specific areas for growth.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED MATH, BAYSCI, UDL, RTI & TECHNOLOGY, SITE WORK ON EXPOSITORY WRITING	Monthly PD/science planning/EL strategies Team PD on expository writing, SIPPS, math		All	Certificated FTE	LCFF Base (0001)	
READING AND MATH DIFFERENTIATION STRATEGIC LEARNING SUPPORT, ENRICHMENT BOOK CLUBS)	SEPTEMBER 2017 - JUNE 2018		All	Materials and Supplies	LCFF Supplemental (0002)	\$27,000 \$24,000
READING AND MATH INTERVENTION (IE: BEFORE/AFTER SCHOOL GROUPS)			All	Certificated Hourly	PTA (9046)	\$6000(Kinder)
SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)			All	Choose an item.	Choose an item.	
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)			All	Choose an item.	LCFF Base (0001)	
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE			All	Materials and Supplies	LCFF Base (0001)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> • 1.0 <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> • Daily designated ELD in kindergarten integrated across all subjects. • The integration of EL strategies into science planning and lab instruction and daily classroom science. • Explicit vocabulary building program in all academic areas using the tenants of Isabel Beck's work.
truec	School goal(s):
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (% improvement from last year)
	Data used to form school goal(s):
	<p>AMAO and CELDT data</p> <p>District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS</p>
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Our EL students are excelling at Earhart School. Our redesignation rates declined because we were unable to redesignate any third graders due to lack of a standardized assessment. We have two long term ELs who also have learning needs and are serviced by Special Education.

	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED 1.0 FTE Certificated	LCFF Supplemental (0002)	
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)			All	Materials and Supplies	LCFF Base (0001)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is:</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> School Handbook School marquee and website Autodialer calls throughout the school year CAASPP & CELDT test reports mailed home Report Cards three times a year Parent-Teacher Conferences, in the fall and as needed in the spring Translation available for parent meetings Weekly homework and Teacher newsletters Express (School wide newsletter) each week Teacher phone calls and emails Morning Assemblies

SCHOOLWIDE	<p>Homework</p> <p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School and TK & Kindergarten Information Nights</p> <p>Open House</p> <p>ELAC (English Language Advisory Council)</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, science lab, art docents, garden docent</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Redesignation Ceremony</p> <p>Attendance/SART</p> <p>Award ceremonies for fifth grade at end of the year</p>
	School goal(s):
	<p>32 parents of kindergarten students attended the School Smarts program. 95% of Kindergarten parents attended Kindergarten Parent Engagement Evenings.</p> <p>98% of parents attend Back to School Night as evidenced by student work collected from student's desk.</p> <p>100% of parents attend the Fall Parent Conference</p> <p>97% of parents join the school PTA or are donors to the school.</p> <p>80% volunteer hours on site in classrooms and in science labs</p>
	Data used to form school goal(s):
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard auto-dialer data.</p> <p>Survey data</p>
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	School Smarts attendance data show that parents of K and 1 students learn about the school and the workings of a school.
	How progress toward school goal(s) will be evaluated:
	Continued high levels of parent engagement.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	LCFF Supplemental (0002)	\$200
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, KINDER FAMILY ENGAGEMENT			Choose an item.	Choose an item.	PTA (9046)	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal:
SCHO	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:</p>
	School goal(s):
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p> <p>Monitoring and evaluation for continued learning and accountability.</p>

	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at [site name] are credentialed and highly qualified. 97% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation	

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT			Choose an item.	Choose an item.	Choose an item.	
Support teachers in grade level work with expository writing.			All	Certificated Subs	LCFF Base (0001)	
Provide SIPPS instruction for grades 1 and 2			All	Certificated Hourly	LCFF Supplemental (0002)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

Earhart Elementary Budget Packet Budget Summary

Resource	Program	B3	C112	C113	C114	C122	C135	Total Budgeted	
		2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services		
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx		
0001	Discretionary	\$ 50,618	\$ 11,040	\$ -	\$ 2,151	\$ 28,500	\$ 8,927	\$ 50,618	
0002	LCFF Supplemental Grant	\$ 26,035	\$ 24,784	\$ -	\$ 6,586	\$ -	\$ -	\$ 31,370	
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Innovative	\$ 133,500	\$ 99,135	\$ -	\$ 26,342	\$ 21,000	\$ -	\$ 146,477	
Grand Total		\$ 210,153	\$ 134,959	\$ -	\$ 35,079	\$ 49,500	\$ 8,927	\$ 228,465	
			64%	0%	17%	24%	4%		

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/>	Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school		\$ 0

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
James Myers	m						X	
Stan Schnonberg	m						X	
Richard Dudinski	m						X	
Hee Won Lee	f						X	
Open position							X	
Laura Friedlander	f				X			
Paul Gross	m				X			
Diane Alexander	f				X			
Joy Dean	f			X				
Marianne Harms	f					X		
#s of members of each category								

**See race/ethnicity codes in Aeries*

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

Yes

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We solicit information from our EL parent group during ELAC.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

We solicit information from our EL parent group during ELAC.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

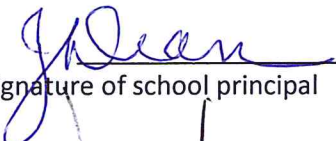
☐ Community Advisory Committee for Special Education Programs

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: April 25, 2017.

Attested:

Joy Dean
Typed name of school principal


Signature of school principal

4/27/17
Date

James Myers
Typed name of SSC chairperson


Signature of SSC chairperson

4/27/17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

No

Limited collaboration is provided to teachers by special education staff under the guidelines for Response to Intervention (RTI). General Education teachers provide all RTI.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

SETTING THE STAGE

The vision and mission of the M(STM) Innovative Program:

In 2011, a strong and vocal group of parents with the support of our PTA mounted an effort to convert our school to a charter. At the root of the effort was the belief that our district underfunded successful schools. That belief was coupled with a strong parent desire to clearly define the unique qualities that made our school successful. Following the passage of a parcel tax in 2012, our district offered the opportunity to apply for a grant as an Innovative School which allowed us to shift the direction of moving toward a charter. That same year, a demographic survey of our families showed that 65% were working in technology, finance or science related fields. Earhart families value the contributions they can make in these fields and see their children's education in these fields as paramount to their children's future success moving into the twenty-first century. Staff had conversations about our school's strengths and unique elements that further supported student learning in technology and science. Data from these discussions led us to apply for a grant for an Innovative Program M(MST) math, science and technology with the integration of music. Our plan used the district's math initiative and coaches, but also integrated music to help students learn basic number facts to build a foundation for deeper concept development. The big shift in our science pedagogy was to build and strengthen our capacity as a staff to bring rigorous science instruction to our students daily. Between 2008 and 2010, as a means of improving students' math and science scores, our staff had created two science labs, and collaborated in grade level teams to periodically set up hands-on investigations in the labs. Additionally, two teachers had explored science curriculum based musical performances. Our M(MST) grant integrates and systemizes these somewhat disconnected parts with math and the use of technology and music into a cohesive spiraling curriculum. Further our 2009-11 STAR data indicated that our ELs struggle with complex content vocabulary. We needed support in how to teach this extensive content based vocabulary for our ELs and consequently all learners.

A key element to bring the disconnected parts of our curriculum together was to hire a science teacher who would co-teach with classroom teachers each week in the labs and. would also provide on-going professional learning during grade level collaboration. Further collaboration with the music teacher and tech/media specialist provided teachers a clear integration of curriculum and a connection for ELs. Prior work with tiered vocabulary using an Isabel Beck model had provided accelerated achievement for our targeted EL students. Explicit teaching and modeling of vocabulary at the beginning of every lesson and reinforcing the vocabulary became a key component of our efforts to support achievement for our ELs and for all students. Science and math achievement coupled with vocabulary of the discipline is the foundation for critical thinking and thus enhanced achievement for all students. With the addition of the weekly science lab experience, the engagement of hands on investigations gives instructional access to unique populations including our special needs learners, students with behavioral needs, kinesthetic learners and students with the most limited language skills. In order to have the support of our community we wanted to clearly communicate our vision of an integrated system of learning. We began year one in the fall of 2012 with the school-wide theme of Curiosity.

As the staff and parent community explore and envision the future for our children, our definition of academic excellence and the passion for learning (from our Earhart School vision and mission) take on new meaning. Our vision in the twenty first century of academic excellence includes not only being able to read and do math, but includes a passion for learning as well as for understanding and the application of knowledge in math, science and technology. We also acknowledge the varying degrees of access that our children have in these critical areas of learning due to English language proficiency, family interest and passion and family socio-economic level. Our vision for the twenty first century Earhart student:

“All children, given the opportunity and access to high quality, rigorous instruction, the opportunity to apply their learning in application based lessons in math, science and technology, will develop an interest, competence, and confidence that will allow them to excel.”

The goals of the program are embodied in our school values and our vision and mission or the M(STM) Program. Our goals are measurable in student performance, yet in many cases more observable in student passion for their work. As a staff we are establishing specific ways to measure progress. Our goal is to measure progress in a more globally in science on each of the science strands with pre and post content assessments. Many of these will be reflective of the student learning. Presently each student completes a reflection in their notebook of the learning in science lab each week before leaving the lab. These notebook entries vary from kindergarteners that draw and label their learning from the lesson to fifth graders that outline specific learning in paragraph format. Another measure is the measured performance on expository writing tasks in the Cycles of Inquiry in writing. At each grade level the performance standard for expository writing includes content vocabulary which is a key element of another set of Cycles of Inquiry. Presently we have collected the data on expository writing at each grade level. Two pieces of data that are much more difficult to quantify include the excitement factor of students and how that impacts their being “ready to learn.” Through weekly observations and reports from parents, science lab day is a highly preferred day of the week. Schedules are rearranged around that day and students excitedly ask peer who have already been to lab what they are going to do. The second piece of data is the application of concepts. Often this happens in another setting or later after initial assessment of learning. For example when second graders visited the local Safeway store and were shown the loading dock, the students referred to the dock as an “incline plane” from vocabulary and concepts learned in science. After collection of multiple sources of data we will disaggregate, analyze and use the data to inform the next step in our continuing inquiry using the Cycle of Inquiry.

In math the data points are more highly developed in our District Benchmark assessments and end of year CAASP assessments for grades three through five. First and second graders have assessment data from their work with IXL. Additionally we have used formative data from Successmaker reports to provide not just achievement but also gaps in achievement that require additional instruction for a students.

To know that our children are learning will require the formal collection of data. The collection of data on student learning will take numerous forms. Beginning with formative and observational data, teachers will use benchmark data, unit quizzes, pre and post test data, KWL charts, quick writes, COI data as well as teacher observation, interviews, anecdotal data and student application and transference of content from one subject to another. Electronic data regarding both frequency and accuracy is provided to the teacher in reports from IXL and Successmaker. Total Participation Techniques and the examination of student work will further guide teachers in knowing how well students are learning. Using individual white boards for total response and discussion with a partner over a high level question are but two of numerous strategies that teachers will use to know how well students are learning. Students also are able to assess their own learning as they discuss a question with a partner. Use of reflective journals, science notebooks, self-evaluation and class discussion following a formative assessment gives students further opportunities to assess their learning. Summative data will include tests, quizzes, authentic assessments, technology based products showing content mastery and COI data. Observation and experiment discovery reports and technology based cumulative products will showcase student learning. To meet the needs of all students, extensive vocabulary alignment and integration will provide access for our EL and low SES students. For targeted students vocabulary is being front loaded and reinforced throughout the instruction. Specific connections are made to better support this group of students. A variety of assessments not limited to traditional tests will give this target group and our Special Ed students the opportunity to show their learning with products and artifacts. The integration of technology products is a further support. GATE and high achieving students will benefit from making and extending connections in their learning such as the realization that math is applied in science and connecting the foundational knowledge from one content area and applying it in another. The enrichment program, Destination Imagination further gives this group of students the opportunity to apply their skills. The integration of music

provides yet another learning modality, one which often helps our at-risk learners connect to the learning environment. Helping students make connections, learn material and show their learning in a variety of ways will better prepare all learners for the twenty-first century. Once the data is collected the key element is to structure the time for teachers to analyze the data and use the data to further inform their instructional practice.

Another effective data point was evident at the second grade level. As part of their study of levers and pulleys, students completed models from Kinex. The models on display in their classroom during Open House were crowded with students demonstrating to their families how each of the models worked and how it could be used in our world.

Another data point for our project is developing a depth of knowledge and understanding about M(MST) with our community. Our community events have begun to do this, as has our student's excitement about math and science. Our winter Math, Science and Technology Extravaganza had nearly 200 students performing on stage, students singing content based songs, a vocabulary fashion show and kindergarten students showing math patterns. Following the presentation many parents had glowing comments on our program, yet when one parent commented, "Oh, now I think I get how this all comes together!" I realized that we had been successful. Building on the theme of Innovation and the application of innovative ideas, fifth graders research and orally present a first person account about an innovator for one of our Innovative Evenings/Community events each spring.

A goal for moving forward is to compile a set of data points at each grade level to record and graph to measure student achievement. This year has been one of exploring different ways to collect data in a subject area that is highly hands-on and experiential. Challenges will be devising ways to collect the data about student engagement, student experience and application of content learning beyond the traditional school experience.

LEADING FOR HIGH PERFORMANCE

When one reflects on how the vision and mission are related to student need, and the belief that all students can achieve at high levels, our Innovative program provides much evidence. In many cases the evidence is more observable in students' passion for their learning. As a staff we are establishing more specific ways to measure progress. Our goal is to measure progress more globally in science on each of the science strands with pre and post content assessments. With the shift to NGSS we are remapping assessments. For example, weekly as students write in their science notebooks, student understanding of key concepts is noted by teachers. Each teacher has strategies to support students in the deepening of their notebooking skills. For example, Kindergarten children complete sequential drawings with some labels to support their learning. Recently after a second grade classroom notebook gallery walk, students spent another ten minutes labeling drawings and adding gleaned information to their own notebooks. Upper grade students readily consult their notebooks for additional content while completing expository writing tasks. The notebooking skills of our students are an assessment each week of the student's understanding of the scientific concept.

Use of reflective journals, science notebooks, self-evaluation and class and partner discussion following a formative assessment gives students further opportunities to assess their own learning. Summative data includes tests, quizzes, projects and technology based presentations showing content mastery and COI data.

STAR/CAASP scores show that all students are making progress in math and science. The practice of expository writing in science is further evident on the 2016 CAASPP scores in writing and in math where students must write to explain their math solutions. 76% of our EL students met or exceeded the writing claim and 86% met or exceeded the math standards.

STAR/CAASPP math5 th grade	2013	2014	2015	2016
%Advanced/Exceeded Standards	62	N/A	41	44
%Proficient/Met standards	36	N/A	36	36

STAR Science 5 th grade	2012	2013	2014	2015
%Advanced	51	57	62	62
%Proficient	35	37	29	35

Our 2015 scores in science (97% Advanced & Proficient) show clearly that after three years of consistent daily science instruction all of our students have moved from 86% to 97% proficient. As the state transitions to a new science assessment, we will carefully monitor student achievement and growth. Using compiled and disaggregated data we then design further inquiry cycles with the goal of increasing student learning. Each year we graph our data and by grade level complete written reflections on next steps to build stronger student achievement. While quantitative data shows that the M(MST) program supports all students the most compelling data is evident as parents report the depth of content and vocabulary in dinner-time conversations. Science and vocabulary and concepts are also evident in everyday conversations at school. During morning circle, one 2nd grader announced he wanted to be a paleontologist so he could collaborate with other scientists about research and fossils. Our vision for the twenty first century Earhart student is becoming a reality

IMPROVING OUR TEACHING PRACTICES

Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The commitment to participate and learn new strategies and skills is our commitment to provide the best learning environment for our students. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Using our SSPSA and SMARTe goals, we have developed a web of teacher support for meeting these goals. Throughout the year, to support teachers, the implementation of the Innovative School Proposal has two parallel yet intertwined paths of on-going professional development for every teacher on the staff. The first is designed to support content based knowledge and instructional practice. The second, extensive structured collaboration time will give teachers the time to discuss best practices, problem solve with colleagues the learning gaps or instructional practices that were not successful with a group of students and to plan together for the integration of music and technology into their math and science lessons. While the initial concept of the science PD/collaborative planning was that teachers who wanted to attend would do the work, it was the decision of the staff that all teachers would attend as part of our commitment to implementation of M(MST)

Additional PD has included both technology themes, music integration and curriculum themes. Our Tech Thursday program is driven by regular needs assessments and then with the opportunity to attend a mini-session. Our MC specialist, our Music specialist have provided grade levels support with the integration of music and technology to support the content. Math PD provided through the District in support of the new adoption has been attended by individuals. While teachers made the group decision that the Science PD/planning was required of all teachers, the technology and math PD have been optional and by choice. During Tech Thursdays approximately 75% of teachers choose to attend. One gap this year has been including the SMARTboard Users group and differentiating for teacher skill. Next year we will re-examine how to build this element of PD as we have learned that the best PD for using the SMART Board is to share with each other our learning and use.

Most exciting, though is the energy of learning in our teachers. Teachers are accepting leadership roles as they learn and explore. Several of our teachers participate in the BaySci initiative and another has applied for the next cohort. A fourth grade teacher contacted EBRPD to do a nature walk with her class along the bay

trail. After that experience she has started an ecology club with students and developed grade specific lessons that teachers can use to take their students on “discovery walks” along our shoreline. Third grade teacher have worked collaboratively with EBRPD to participate in their outdoor programs at local regional parks.

Much of the learning is teacher directed and in response to teacher’s identified needs. Teachers are provided feedback on their needs through collaborative discussions about student learning data and through reflective conversations about their instructional practice. A key component of this process is the sharing of best practices to enhance and augment student learning. During curriculum collaboration focused on the Cycle of Inquiry in expository writing, first grade teachers shared practices and student work. They were frustrated, perplexed and encouraged by what they discussed with colleagues. Together they put together a mini-COI of next steps over a period of three weeks and came back together with student work samples. The shift in student work was amazing! Together they charted the next steps forward as they loop with their students to second grade. At the third grade level one teacher developed a lesson strategy for expository writing using sticky notes for students to write factual things that happened and why. These were then categorized into paragraph topics and shared between students during their writing. The outcome was that no students were frustrated by what to write; they could just borrow a sticky note! While teacher to teacher feedback and learning is powerful, as a part of the collaboration, the principal’s role is to ask pushing questions. This role further guides the depth of reflection in the COI.

The commitment of all staff to participate in the PD/collaborative planning time for M(MST) is truly the statement that all staff is committed to integrate and implement the strategies of the Innovative program into their teacher practice. A quick data point of this is the posting of the science lesson inquiry question and vocabulary posted in the classroom each week. The extension of the work and reinforcement through integration across all curricular areas is a living practice in our classrooms!

FINDINGS AND THE ROAD AHEAD

The significant achievements are many, yet they not yet achievements, but works in progress of significant site based initiatives. Each year we begin the year with a kickoff of the earth science strand and introduction of our theme for the year. We have also integrated an original song to reinforce the themes. Each grade level prepares follow up activities during the first two weeks. The first year theme of Curiosity has been followed by Innovation in 2013, Collaboration in 2014 and Conversation in 2015, and this year with the theme of Ecology. Each school year begins with an instructional focus on the theme in every classroom. Each year’s theme has been supported by a theme song beginning with celebrating innovation with “On the Shoulders of Giants”. Our EL students learn the songs with the EL teacher and all students sing songs focusing on the content and concepts in music class and during classroom instruction. This year’s songs have focused on the earth and the interplay of the earth, environment and the humans who inhabit the earth.

The extensive PD and collaboration around science instruction was a success for our teachers and in turn for our students. We as a staff are committed to continuing this practice to build our capacity for teaching science and to further support the co-teaching of the lab time each week.

This year has been a year of transition in math with a school wide adoption of the Eureka program. Only fourth grade has previously taught the program. Teachers have worked together to plan and navigate the new program. The introduction of professionally prepared power points have helped teachers to structure and pace the lessons. They have also provided a visual engagement for students as the lesson is presented.

The integration of music has been highly successful. Most notably when a “new” concept or new vocabulary is introduced in science lab and the children spontaneously break into a song about the concept. There is truly joy in the cross curricular learning and the support for learning offered by music. Further application of music to science concepts was evident in the student performed songs about Amelia Earhart as part of Earhart week. Songs included scientific concepts including radio wave transmission, updrafts of air, and weather and its implications to flight.

While over time we have included the performing arts at many grade levels, each year there is a commitment to perform a musical on stage about a science concept during the actual instructional sequence in the science curriculum. The fourth graders did performance in early November on land forms and volcanoes. Second graders had also learned some of the same songs to support their study of earth science. Second graders sang along in the audience during the performance. Our commitments though supported the depth of knowledge about the content instruction happening in the classroom each day. For student learning it was a success.

The staff commitment to integrate at least one instructional technology project for students was a challenge at many grade levels. While successful as fifth graders created tri-fold planet brochures and graphed data in excel for their project presentations, it was more difficult at grade one for all students to have this experience. We moved to 1:1 devices in fourth grade and have emphasized the integration of technology as a learning tool on a regular basis rather than its use being an event. We continue to acknowledge that at some grade levels teachers lack skill and even more that teachers lacked the skill to scaffold what they could do independently to work in an instructional setting with younger less proficient students. This will take work moving forward. A big focus this year has been on keyboarding beginning with the use of Keyboarding without Tears for first and second graders and Typing Club for grades three through five. The technology component has further suffered by not being able to provide the additional support budgeted in our plan and by the personnel transitions in our Media Center.

The use of technology as an instructional tool is evident in all of our classrooms. We have installed SMART Boards in every classroom and teachers are working together and sharing their skills with the boards.

The community engagement events are incredible showcases of our work and our engagement of M(MST) We will continue these community events! Parents include grandparents and extended family in these evenings and have commented that these are “the evenings to attend at Earhart School!”

While we can highlight our successes, there are areas that were not as successful and that need additional attention as we move ahead.

These include:

1. The technology support was listed in our plan as four hours/week as media teacher support. This was not able to be staffed due to credentialing issues since this was listed as a MC support. This has been revised to show four hours/week of curriculum support in integrating technology. There is not available MC support nor credentialed staff to do this. Our need is to integrate technology and there are

teachers credentialed with a multiple subject credential able to support this need. This year we have used the support for prep support for grades K-2. As a result the primary children have used technology in the lab weekly in addition to the Media Center time.

2. Tech support from the District to support and keep technology running is a structural gap in our moving forward. Originally in our plan we asked for a ½ time tech support staff person to fix, install and support the infrastructure. This was to have been provided by Tech at the District level. The existing support is insufficient to support our work. We waited thirty plus days to have new teacher laptops loaded with software and then they were not properly done.
3. The large lab on campus had outdated machines which were replaced in April 2017
4. In the last two years, the strength of the music integration has been a struggle due to personnel issues. This year it has been outstanding and has provided students with a true music experience to support the development of science concepts and vocabulary.
5. Instructional materials to support a hand-on science program must be included in the plans for the program. Our PTA has filled this gap with about \$12,000 per year of funding for our two labs. Generous parents value the Innovative Program and donate specifically to this fund. There are on-going costs not included in the FOSS program for the instructional components and for instruction to meet the standards not covered by the adopted curriculum modules that are being supported by AUSD.

Based on the identified areas for improvement, the following actions need to be implemented beginning in the fall of 2017.

1. Use the five hours/week of technology support in the plan to be curriculum support for the integration of technology with a Multiple subject credentialed teacher providing the support. Budget for this needs to be re-evaluated to assure that this support can be offered beginning in the fall of 2017
2. The support of tech equipment needs to be re-examined. With newer equipment, the needs may not be as critical as in the past. The gaps between need and support have huge implications for moving forward with using more technology as an instructional tool and for our students having access to more integration of technology as a tool for showing and showcasing their learning.
3. The principal will continue to support the new music teacher and provide support and mentoring for her to succeed in this setting.
4. Instructional materials to support science are a cost. Our PTA will continue to budget for these expenses.

Given the successes in the implementation of M(MST) the future abounds with excitement. We are supported by our success and the energy that successful implementation of our Innovative Program has brought to our school. Continuation of the program will give us the opportunity to deepen our learning and further support our students in their learning. We are eager to continue to engage our community in sharing our learning and further supporting the learning of their children. Many of the gaps in implementation can be further supported at the site by shifting site resources in time and emphasis. Others such as the shift from MC support to instructional support for integrating technology can be continued from 2016-2017. The technology support for installation and repair needs to be addressed collaboratively with the District, yet may be ameliorated by the installation of new equipment. The need for an instructional materials budget will continue to be provided by our PTA.

Our overall focus from our Theory of Action for the M(MST) Program remains:

If students receive rigorous instruction in math, science and technology, and

If the instruction is provided daily and is coordinated, integrated and linked to standards and

If the instruction uses common vocabulary and

If music and rhythm are integrated to reinforce and further develop the left brain thinking and

If music is used as a tool to enhance memory and

If technology is used to support all learners in achieving and

If all students have access and opportunity to use technology, and

If teachers have professional development to assure their success in using the instructional technology and integrating music into math and science, and

If teachers have structured collaboration time to work in grade level teams to develop rigorous integrated lessons and systematize the consistent implementation,

Then our students will have the skills, knowledge and understanding of math, science and technology to be prepared to excel in the twenty-first century.

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg2/27
2. What is the vision and mission of the program? Pg.27
3. What are the goals of the program? Pg. 34
4. What are the student performance expectations resulting from being a different type of program? Pg. 5
5. How will the program measure progress towards goals? Pg. 10, 28-29
6. How will the school know that students are learning? Pg. 10-12
 - a. What will this look like in the classrooms? Pg. 27-28
7. How will the school know whether students are engaged? Pg.8/29
 - a. What will this look like in the classrooms? Pg.28-29
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 10-11
9. How will the program encourage parental and community input and involvement? Pg. 15-17

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

APPENDIX C: DATA

3/20/2017

California School Dashboard - Amelia Earhart Elementary English Language Arts Assessment Report



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English Language Arts Assessment Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior year (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detail information.

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		273	Very High 63.2 points above level 3	Increased +10.4 points
English Learners		68	High 37.8 points above level 3	Increased +14.6 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		20	High 13.6 points above level 3	Declined -7 points
Students with Disabilities		24	Low 15.2 points below level 3	Increased +15.6 points
African American		14	Low 27.1 points below level 3	Declined Significantly -33.2 points
American Indian		*	*	*
Asian		86	Very High 78.3 points above level 3	Maintained +5.3 points
Filipino		15	Very High 59.7 points above level 3	Increased +16.7 points
Hispanic		42	Very High 54.2 points above level 3	Increased +12.5 points
Pacific Islander		*	*	*
Two or More Races		51	Very High 54 points above level 3	Increased Significant +20.8 points
White		65	Very High 76.6 points above level 3	Increased +14.2 points

Additional English Learner Assessment Data

<https://www.caschooldashboard.org/#/ReportDetail/016111961003741116>

3/20/2017

California School Dashboard - Amelia Earhart Elementary English Language Arts Assessment Report

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	44	Medium 7.6 points above level 3	Increased Significantly +46.1 points
EL - Reclassified Only	24	Very High 93.2 points above level 3	Increased +12.7 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.

Select here to learn more about which one of the 25 performance results the LEA, school, or student group achieved on this state indicator by viewing the Five-by-Five Grid Placement Report.

(<http://www6.cde.ca.gov/californiamodel/grid?indicator=ela&score=6100374&year=2017s&reporttype=sgroups>)

Questions? Send them to lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Equity Report





Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	0
<u>Mathematics (3-8)</u>		5	0

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.


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Student Group Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) **[Student Group Report](#)**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*		*			*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A	*	*	*		*	*		*	
<u>Mathematics (3-8)</u>			N/A	N/A	*	*	*		*	*		*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students each year used to calculate status and change. An N/A means that data is not currently available.


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Math Assessment Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		273	Very High 49.4 points above level 3	Maintained +3.5 points
<u>English Learners</u>		67	High 28.3 points above level 3	Increased +10.8 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		20	High 11.3 points above level 3	Maintained +1.3 points
<u>Students with Disabilities</u>		24	Medium 20.2 points below level 3	Maintained +4.4 points
<u>African American</u>		14	Medium 17.4 points below level 3	Declined Significant -13.8 points
<u>American Indian</u>		*	*	*
<u>Asian</u>		85	Very High 63.9 points above level 3	Maintained +0.4 points
<u>Filipino</u>		15	Very High 49.2 points above level 3	Maintained +1 points
<u>Hispanic</u>		42	High 30.4 points above level 3	Maintained +1 points
<u>Pacific Islander</u>		*	*	*
<u>Two or More Races</u>		51	Very High 49 points above level 3	Increased +12.5 points
<u>White</u>		66	Very High 57.4 points above level 3	Increased +5.6 points

Additional English Learner Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the current year and the prior year are provided below for informational purposes.

<https://www.caschoolsdashboard.org/ReportDetail/0161110610027117>

3/20/2017

California School Dashboard - Amelia Earhart Elementary Math Assessment Report

	Number of Students	Status	Change
EL - EL Only	43	High 9.5 points above level 3 +37.6 points	Increased Significantly
EL - Reclassified Only	24	Very High 62 points above level 3 +3.6 points	Maintained

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.

Select [here](#) to learn more about which one of the 25 performance results the LEA, school, or student group achieved on this state indicator by viewing the Five-by-Five Grid Placement Report.

(<http://www6.cde.ca.gov/californiamodel/grid?indicator=math&score=6100374&year=2017&reporttype=sgroups>)

Questions? Send them to lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

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